



Taking Your School's Temperature: Using Data to Improve School Climate

Course Description: A school's climate has a direct impact on its students' abilities to achieve. Schools with a positive atmosphere encourage and welcome the participation of faculty, students, and parents, which in turn make the school successful." (from the American School Counselor Association's Taking Your School's Temperature.)

This online course will provide an opportunity to examine what a school climate consists of, look at your individual school's data, and demonstrate how to use this information to make improvements to the overall climate.

The course is designed with an emphasis on the roles of school counselors and administrators in using data to change school climate. Throughout the course, participants will submit written reflections on what they learned in each individual lesson. At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 15

Learning Objectives:

- Identify data sources available for schools
- Develop a data collection tool to be used to answer a need in educational setting
- Evaluate methods for creating a more supportive school climate through data
- Reflect on the intersections and implications between new learning and students in your own schools, classrooms, and communities.
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.8 Hours
2	Why Is Data Important? – Participants will develop a foundational knowledge for what quality data collection looks like and how data can inform stakeholders on the current climate and culture of education. To assess their understanding, participants will complete a short quiz.	1.4 Hours
3	Encouraging an Environment of Data Collection – Participants will reflect on several resources on data-driven education. They will reflect on the current data-collection practices utilized in their individual school.	1.4 Hours
4	The Challenge of Assessing School Climate – Participants will review several articles on the challenges associated with assessing school climate. Participants will reflect on the barriers that exist in their own districts.	1.4 Hours

5	What Is Your Question? – Participants will read through Section 1 of <i>Making Data Work</i> . Participants will select a research question to complete their own study, and they will share on why that question fits their school’s needs.	1.4 Hours
6	How Will You Answer Your Question – Participants will read Section 2 of <i>Making Data Work</i> . Participants will reflect on the kinds of data that will need to be collected in order to successfully answer their research question.	1.4 Hours
7	How Will You Make Sense of your Data? – Participants will read through Section 3 of <i>Making Data Work</i> . Participants will reflect on how they will analyze the data they collected, formulate claims, and present their findings.	1.4 Hours
8	How Will You Use Your Data? – Participants will read through Section 4 of <i>Making Data Work</i> and Chapter two of <i>Using Data to Improve Schools</i> . Participants will describe how they plan to use the data they collected for their research project.	1.4 Hours
9	The Power of Data on School Climate and Culture – Participants will analyze the ways data can positively impact a school’s climate and culture	1.4 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
TOTAL HOURS		15 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course.

Participants will be assessed in four different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Lesson Reflections:** Participants are required to complete a reflection at the end of each lesson to analyze the intersections between the content and the experiences of students in their schools, classrooms, and communities. Participants can earn up to 40 points for all completed lesson reflections. Each reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all questions within the reflection assignment.	2
Total Points Possible		5

- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums

		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- 4. Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (140 – 112 Points)	Pass
79%-Below (<112 points)	No Pass

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.